



## LESSON 2: Memories in Nature



**Big Idea:** Throughout time and across cultures, nature has inspired people to capture its beauty.

**Lesson Title:** Memories in Nature

**Grade level:** 2nd

**Time Allotment:** 40 minutes for 5 classes.



## OVERVIEW

### Lesson Summary:

The main idea of this lesson is to teach the students how nature can affect people's memories. This lesson gives students an opportunity to express a memory of their own from nature. While creating these moments, the students will realize a sense of self by depicting their favorite memory they might have shared with friends or family. Teaching these students about the importance of nature and how it can affect us will show them how to appreciate the nature all around us. A Second grade level would enjoy this lesson and learn a lot from it because they are starting to learn more about themselves as a person. At that age, they can decide for themselves what makes memories good or bad or which ones matter to them. Also, allowing the students to choose which personal memory they want to depict will give them a voice. To help the students have a sense of self-worth, they will share their unique moments with the class and peers.

### Artist & Artworks:

The class will be looking at Claude Monet for inspiration. Claude Monet is an Impressionistic Artist from the late 1900's early 20<sup>th</sup> century. Claude Monet would be a great connection to our lesson because he paints landscapes and really does try to capture the beauty of nature.



- Claude Monet- Over a Pond of Water



- Claude Monet- Water Lilies



- Claude Monet- Morning Willows



### Key Concepts & Essential Questions:

- Nature can inspire us by where we live.
  - ? How does nature inspire us?
- Nature can create and destroy things around us.
  - ? How can we relate to nature?
- People can learn valuable lessons from nature.
  - ? What can we learn from our experiences in nature?



### Standards: National Core Art Standards

#### Creating

- VA:Cr1.1.4 Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr1.2.4 Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- VA:Cr2.1.4 Explore and invent art-making techniques and approaches.
- VA:Cr2.3.4 Document, describe, and represent regional constructed environments.

#### Responding

- VA:Re7.1.4 Compare responses to a work of art before and after working in similar media.

## Connecting

- VA:Cn10.1.4 Create works of art that reflect community cultural traditions.
- VA:Cn11.1.4 Through observation, infer information about time, place, and culture in which a work of art was created.

## OBJECTIVES:



## Knowledge

- ☆ The students will analyze the works of Claude Monet to understand impressionistic art while viewing a presentation of *"Water Lilies"*.
- ☆ Students will select a moment in time that they wish to capture by sharing their stories with their peers.

## Skills

- ☆ Students will transform their personal memories onto paper by creating them on paper using watercolor.

## Disposition

- ☆ Students will learn appreciation for their surrounding environments and reflect on how it affects them through art.

## Assessment:

**Pre-Assessment-** For a pre-assessment for the students, there will be open discussions about nature, memories, and Claude Monet art techniques and styles. Students will also have discussion later in the lesson about what they learned or enjoyed while working outside in nature. This will give the educator a good idea of how comfortable the class was working outside and if anything needs to be accommodated in the future. Open discussions are also a great way to help the class become motivated and comfortable with sharing their ideas.

**Formative Assessment-** For a formative assessment, students will be provided with an exit ticket. On the exit ticket, they will provide what they learned while they worked outside and/or what they are excited for in the next upcoming days. This will really help the educator know if they students are enjoying the different environment learning. Also, students will have a mini quiz on Claude Monet. This will provide evidence for if the class is gathering any new information about the artist or his style.

**Summative Assessment-** For the final assessment, Students will fill out an “Art Sandwich Worksheet” This worksheet will help them participate in the final critique. They will also fill out a post card for their parents of an overview of the project they recently finished.

## INSTRUCTIONAL PROCEDURES:

### Day 1:

#### **Motivation/Hook:** (10 minutes)

For the first class, the students will have an open discussion of nature and memories. There will be a video of Claude Monet’s “Water lilies” playing in the background to help inspire the children to remember certain moments they might have experienced. Discussion topics should include, “What makes a good memory?” “How are memories created?” “What do memories look like in nature?”

➤ <https://www.youtube.com/watch?v=RnABizX0jlo>

#### **Development:** (30 minutes)

During the duration of the discussion, Claude Monet’s “Water Lilies” will be playing in the background. This will give students inspiration and be able to reflect on a moment they might have had. This will not only give them visuals of landscapes, but also allow them to see a new technique of painting. Impressionism is a wonderful technique and would be great for



students who want to create works of art that aren't so realistic. The discussion will open up to some background information about Claude Monet's work and how he created his paintings.

**Close:** (10 minutes)

For the close of the day, Students will be given an exit ticket. On the exit ticket, they will write down one thing they learned and one thing they are excited for. For example, they could write about how they are excited to try a new technique.



## **Day 2:**

**Motivation/Hook:** (10 minutes)

For today's lesson, students will be exploring nature outside. Students will bring their jackets if needed. They will have ten minutes to gather their supplies to go outside.

**Development:** (20 minutes)

While students are outside, they will be drawing from nature. This will allow the students to create memories from nature if they haven't had the chance to do so before. They can observe from the nature around them and really get a good sense of how to draw objects that have been weathered or are found naturally. This will be a great way for them to build up background for their future works.

**Close:** (10 minutes)

As a close, students will be bringing in their works and having an open discussion about what they learned. Students will display them on the critique wall and talk about what they enjoyed about working outside and what they disliked. It will be interesting to hear the new memories they made or remembered while expressing themselves outside.



### **Day 3:**

#### **Motivation/Hook:** (5 minutes)

Today, students will be recreating their memory. When students walk into the room, there should be environmental music playing. Music with rainforests, waterfalls, bees/ birds, should be playing to give them the feel of being outside.

#### **Development:** (25 minutes)

Students will first have a piece of paper, and draw on there their favorite memory. This could be a time from when they shared with family, friends, or when the class was outside previously. Students are encouraged to draw first and lightly, to give them a basic outline that they can then go over with water color paint. Claude Monet's work will be posted around the room to help inspire them with his style of artwork. This will be important because some students will be trying a new technique for the first time.

#### **Close:** (10 minutes)

For the close, students will have a mini quiz. The quiz will be about Claude Monet and his works. This will remind the class the artist that they are focusing on. All questions will be based off of the presentation of Claude Monet given at the beginning of the lesson.

### **Day 4:**

#### **Motivation/Hook:** (5 minutes)

For the days hook, students will discuss the lessons that people can learn from nature. There will be a quick, two minute class talk about a time they learned something from nature or a story someone might have told them. For example, a student could share about a time they went out for a walk and got caught in the rain and from that experience he/she learned the importance of preparation. This will enforce a habit of reflection within their own stories.





**Development:** (25 minutes)

Students will be finishing up their works today. They will have the rest of class to work on their paintings and to find a point where they are satisfied with their work. During this point, students should be reminded of the artistic style and technique of Monet, and work on and edges that need to be retouched or finished.

**Close:** (10 minutes)

Students will clean up and finish projects with ten minutes remaining in class. This time should be used to create a short postcard for their parents. They will be given index cards to write their letters. While writing their postcards, students should write to their parents about what they learned, if they enjoyed it or not, or maybe the memory they chose. This will help the students reflect on their work and give them a sense of value and importance. The postcard will also provide parents with awareness of what their child is learning in art class.

**Day 5:****Motivation/Hook:** (5 minutes)

For the last day of the lesson, students will have a critique. To help explain a critique, the class will be given a worksheet of “The Art Sandwich”. This worksheet helps students visualize the basics of a critique- One thing I enjoyed, one thing I would change, and another thing I like. This is important because it helps the students become familiar with criticism and how to make it positive.

**Development:** (25)

The students will display their works in the front of the class. They will start with a gallery walk and visit each piece. Then, using the Art Sandwich Critique worksheet, they will evaluate their partners work. After evaluating, students can have an open discussion about the memory they chose and why they chose it.

**Close:** (5 minutes)

If time permits, the class will be introduced to their next project. The next lesson they will be working with is how to give back to the environment. Students will be prompted with questions on how we can help our environment and how humans control or affect nature. This will leave the class wondering and thinking.

### **Preparation:**

For this lesson, outside preparation is required. The first thing that must be done is research Claude Monet and his work/ art style and technique. A PowerPoint or presentation may be needed to help students visualize his work. If needed, teachers should ask for permission before taking students outside to draw from nature. Water color demo should be mapped out before the lesson. All worksheets, quizzes, and exit tickets should be printed out before the lesson.

### **Supplies:**

- Water Color or Puffy Paint if needed
- Paintbrushes
- Water & Dishes
- Pencils
- Paper
- Powerpoint/Presentation
- Index cards
- Art Sandwich Critique worksheet
- Claude Monet Youtube Video
- Exit Tickets/ index cards
- Monet Mini Quiz



**ADAPTATIONS:**

For the students who require special needs, adaptations are available to be used. For students who are visually impaired, the lesson will be much more physical. While outside, those students will really pay attention to how the nature feels. The students will be partnered up with another classmate and they will walk each other through the things that can be found in nature. Those students can play in the grass, leaves, etc. While the students are painting their water color pieces, the students with visual disabilities can use puffy paint. The puffy paint will allow them to feel the texture of their piece. A class discussion about the different ways a person can create and remember memories might be of interest. For example, sometimes people recognize different scents and relate that to moment in time rather than simply recalling a memory. This could provide other students with a different outlook on their five senses. All adaptations should be researched and applied to the lesson beforehand.